

# John R Kirby

## List of Publications by Year in descending order

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99  
papers

6,029  
citations

101384

36  
h-index

79541

73  
g-index

104  
all docs

104  
docs citations

104  
times ranked

2715  
citing authors

#	ARTICLE	IF	CITATIONS
1	Morphological awareness: Just "more phonological"? The roles of morphological and phonological awareness in reading development. <i>Applied Psycholinguistics</i> , 2004, 25, 223-238.	0.8	499
2	The Effects of Morphological Instruction on Literacy Skills. <i>Review of Educational Research</i> , 2010, 80, 144-179.	4.3	408
3	Naming speed and phonological awareness as predictors of reading development.. <i>Journal of Educational Psychology</i> , 2003, 95, 453-464.	2.1	394
4	Children's morphological awareness and reading ability. <i>Reading and Writing</i> , 2012, 25, 389-410.	1.0	289
5	Naming Speed and Reading: From Prediction to Instruction. <i>Reading Research Quarterly</i> , 2010, 45, 341-362.	1.8	258
6	Articulation Rate, Naming Speed, Verbal Short-Term Memory, and Phonological Awareness: Longitudinal Predictors of Early Reading Development?. <i>Scientific Studies of Reading</i> , 2004, 8, 3-26.	1.3	232
7	Can the simple view deal with the complexities of reading?. <i>Literacy</i> , 2008, 42, 75-82.	0.4	207
8	Morphological awareness: A key to understanding poor reading comprehension in English.. <i>Journal of Educational Psychology</i> , 2011, 103, 523-534.	2.1	182
9	Verbal and visual learning styles. <i>Contemporary Educational Psychology</i> , 1988, 13, 169-184.	1.6	176
10	Crossover: The role of morphological awareness in French immersion children's reading.. <i>Developmental Psychology</i> , 2007, 43, 732-746.	1.2	160
11	Effects of morphological instruction on vocabulary acquisition. <i>Reading and Writing</i> , 2010, 23, 515-537.	1.0	154
12	The Contribution of Naming Speed to the Simple View of Reading. <i>Reading and Writing</i> , 2006, 19, 339-361.	1.0	136
13	Longitudinal predictors of word reading development.. <i>Canadian Psychology</i> , 2008, 49, 103-110.	1.4	131
14	Development of Individual Differences in Reading: Results From Longitudinal Studies in English and Finnish.. <i>Journal of Educational Psychology</i> , 2005, 97, 299-319.	2.1	121
15	Effects of Home Literacy, Parents' Beliefs, and Children's Task-Focused Behavior on Emergent Literacy and Word Reading Skills. <i>Scientific Studies of Reading</i> , 2008, 12, 24-50.	1.3	119
16	Approaches to learning, need for cognition, and strategic flexibility among university students. <i>British Journal of Educational Psychology</i> , 2003, 73, 507-528.	1.6	115
17	Learning Strategies and Study Approaches of Postsecondary Students With Dyslexia. <i>Journal of Learning Disabilities</i> , 2008, 41, 85-96.	1.5	110
18	Development of a scale to measure lifelong learning. <i>International Journal of Lifelong Education</i> , 2010, 29, 291-302.	1.3	97

#	ARTICLE	IF	CITATIONS
19	Rapid Naming Components and Their Relationship With Phonological Awareness, Orthographic Knowledge, Speed of Processing, and Different Reading Outcomes. <i>Scientific Studies of Reading</i> , 2008, 12, 325-350.	1.3	92
20	RAN Components and Reading Development From Grade 3 to Grade 5: What Underlies Their Relationship?. <i>Scientific Studies of Reading</i> , 2009, 13, 508-534.	1.3	81
21	Reading achievement, IQ, and simultaneous-successive processing.. <i>Journal of Educational Psychology</i> , 1977, 69, 564-570.	2.1	80
22	Rapid Naming Speed Components and Early Reading Acquisition. <i>Scientific Studies of Reading</i> , 2006, 10, 199-220.	1.3	78
23	Medical Students' and Residents' preferred site characteristics and preceptor behaviours for learning in the ambulatory setting: a cross-sectional survey. <i>BMC Medical Education</i> , 2004, 4, 12.	1.0	73
24	How Robust is the Contribution of Morphological Awareness to General Spelling Outcomes?. <i>Reading Psychology</i> , 2009, 30, 301-318.	0.7	73
25	Phonological and orthographic spelling in high-functioning adult dyslexics. <i>Dyslexia</i> , 2009, 15, 105-128.	0.8	71
26	Flexibility in young second-language learners: examining the language specificity of orthographic processing. <i>Journal of Research in Reading</i> , 2009, 32, 215-229.	1.0	71
27	Examining an Extended Home Literacy Model: The Mediating Roles of Emergent Literacy Skills and Reading Fluency. <i>Scientific Studies of Reading</i> , 2018, 22, 273-288.	1.3	69
28	Processing of derived forms in high-functioning dyslexics. <i>Annals of Dyslexia</i> , 2006, 56, 103-128.	1.2	65
29	Rhythm and reading development in school-age children: a longitudinal study. <i>Journal of Research in Reading</i> , 2007, 30, 169-183.	1.0	65
30	Approaches to learning at work and workplace climate. <i>International Journal of Training and Development</i> , 2003, 7, 31-52.	0.5	62
31	Investigating Phonological Awareness and Naming Speed as Predictors of Reading in Arabic. <i>Scientific Studies of Reading</i> , 2018, 22, 70-84.	1.3	61
32	Morphological instruction and literacy. <i>Studies in Written Language and Literacy</i> , 0, , 437-462.	1.0	59
33	A Review of the Evidence on Morphological Processing in Dyslexics and Poor Readers: A Strength or Weakness?. , 2008, , 212-238.		55
34	Do children see the danger in dangerous? Grade 4, 6, and 8 children's reading of morphologically complex words. <i>Applied Psycholinguistics</i> , 2011, 32, 467-481.	0.8	52
35	Style, Strategy, and Skill in Reading. , 1988, , 229-274.		49
36	The Effects of Vocabulary Breadth and Depth on English Reading. <i>Applied Linguistics</i> , 0, , amu007.	1.1	45

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37	Morphological awareness: Construct and predictive validity in Arabic. <i>Applied Psycholinguistics</i> , 2017, 38, 1019-1043.	0.8	45
38	Assessing the Relationship of Learning Approaches to Workplace Climate in Clerkship and Residency. <i>Academic Medicine</i> , 2004, 79, 1120-1126.	0.8	44
39	Cognitive Patterns of Children with Dyslexia. <i>Journal of Learning Disabilities</i> , 1994, 27, 235-242.	1.5	42
40	Position Location on Topographical Maps: Effects of Task Factors, Training, and Strategies. <i>Cognition and Instruction</i> , 1994, 12, 35-60.	1.9	40
41	Early Identification of At-Risk L2 Readers. <i>Canadian Modern Language Review</i> , 2004, 61, 11-29.	0.3	37
42	Information processing and human abilities.. <i>Journal of Educational Psychology</i> , 1978, 70, 58-66.	2.1	35
43	The development of reading interest and its relation to reading ability. <i>Journal of Research in Reading</i> , 2011, 34, 263-280.	1.0	33
44	Postal survey of approaches to learning among Ontario physicians: implications for continuing medical education. <i>BMJ: British Medical Journal</i> , 2002, 325, 1218-1218.	2.4	31
45	Simultaneous and Successive Processing in Reading Disabled Children. <i>Journal of Learning Disabilities</i> , 1987, 20, 243-252.	1.5	30
46	Students's™ Approaches to Summarisation. <i>Educational Psychology</i> , 1991, 11, 297-307.	1.2	30
47	English language immersion and students' academic achievement in English, Chinese and mathematics. <i>Evaluation and Research in Education</i> , 2010, 23, 151-169.	0.5	30
48	Collaborative and competitive effects of verbal and spatial processes. <i>Learning and Instruction</i> , 1993, 3, 201-214.	1.9	29
49	Unexpected Poor Comprehenders Among Adolescent ESL Students. <i>Scientific Studies of Reading</i> , 2014, 18, 75-93.	1.3	29
50	Planning Skills and Mathematics Achievement: Implications Regarding Learning Disability. <i>Journal of Psychoeducational Assessment</i> , 1984, 2, 9-22.	0.9	28
51	Spatial ability and transformational geometry. <i>European Journal of Psychology of Education</i> , 1999, 14, 283-294.	1.3	26
52	COGNITIVE PROCESSES AND IQ IN READING DISABILITY. <i>Journal of Special Education</i> , 1996, 29, 442-456.	1.2	25
53	Eye movements of university students with and without reading difficulties during naming speed tasks. <i>Annals of Dyslexia</i> , 2014, 64, 137-150.	1.2	25
54	Development Of The Approaches To Work And Workplace Climate Questionnaires For Physicians. <i>Evaluation and the Health Professions</i> , 2003, 26, 104-121.	0.9	24

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55	A cognitive approach to intelligence: Attention, coding and planning.. Canadian Psychology, 1990, 31, 320-333.	1.4	23
56	Seeing the harm in harmed and harmful: Morphological processing by children in Grades 4, 6, and 8. Applied Psycholinguistics, 2010, 31, 759-775.	0.8	23
57	Effects of strategy training on Progressive Matrices performance. Contemporary Educational Psychology, 1983, 8, 127-140.	1.6	21
58	Eye Movements and Articulations During a Letter Naming Speed Task. Journal of Learning Disabilities, 2017, 50, 275-285.	1.5	21
59	Reading in Arabic: How Well Does the Standard Model Apply?. Journal of Speech, Language, and Hearing Research, 2019, 62, 993-1014.	0.7	21
60	Classification of Double Deficit Groups Across Time: An Analysis of Group Stability From Kindergarten to Second Grade. Scientific Studies of Reading, 2014, 18, 255-273.	1.3	20
61	The Effects of Morphological Instruction on Vocabulary Learning, Reading, and Spelling. , 2018, , 217-243.		18
62	The Effects of Text Absent and Text Present Conditions on Summarization and Recall of Text. Journal of Literacy Research, 1992, 24, 217-232.	0.6	17
63	Training Students to Use Maps to Increase Text Recall. Contemporary Educational Psychology, 1993, 18, 401-413.	1.6	17
64	Identification of Strategies Used in Solving Transformational Geometry Problems. Journal of Educational Research, 1994, 87, 298-303.	0.8	17
65	The efficacy of a volunteer-administered cognitive stimulation program in long-term care homes. International Psychogeriatrics, 2016, 28, 995-1004.	0.6	17
66	Understanding Reading and Reading Difficulties Through Naming Speed Tasks. AERA Open, 2016, 2, 233285841667534.	1.3	17
67	The development of a measure of root awareness to account for reading performance in the Arabic language: A development and validation study. Applied Psycholinguistics, 2019, 40, 303-322.	0.8	16
68	Predicting Arabic word reading: A cross-classified generalized random-effects analysis showing the critical role of morphology. Annals of Dyslexia, 2020, 70, 200-219.	1.2	15
69	Rapid naming speed components and reading comprehension in bilingual children. Journal of Research in Reading, 2011, 34, 6-22.	1.0	13
70	Cognitive Predictors of English Reading Achievement in Chinese English-Immersion Students. Reading Psychology, 2012, 33, 423-447.	0.7	13
71	Morphological Awareness Predicts Reading Comprehension in Adults. Reading Psychology, 2021, 42, 302-322.	0.7	13
72	Deeper Learning in Reading Comprehension. , 2012, , 315-338.		11

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73	Quality Learning from Texts We Read. , 2012, , 251-275.		10
74	Cognition, Intelligence, and Achievement. , 2015, , 3-12.		10
75	The case of the wrong exemplar: A reply to Humphreys.. Journal of Educational Psychology, 1978, 70, 877-879.	2.1	9
76	Understanding the biological basis of dyslexia at a neural systems level. Brain Communications, 2020, 2, fcaa173.	1.5	9
77	Cognitive processes, school achievement, and comprehension of ambiguous sentences. Journal of Psycholinguistic Research, 1982, 11, 485-499.	0.7	8
78	A Longitudinal Study of Reading Comprehension Achievement From Grades 3 to 10. Journal of Psychoeducational Assessment, 2016, 34, 153-165.	0.9	7
79	Comprehension Training and Reading Performance. Literacy, 1988, 22, 126-136.	0.4	6
80	TEXT SEGMENTING AND COMPREHENSION: EFFECTS OF READING AND INFORMATION PROCESSING ABILITIES. British Journal of Educational Psychology, 1988, 58, 287-300.	1.6	6
81	Ambulatory teaching: Do approaches to learning predict the site and preceptor characteristics valued by clerks and residents in the ambulatory setting?. BMC Medical Education, 2005, 5, 35.	1.0	6
82	How effectively does the full-day, play-based kindergarten programme in Ontario promote self-regulation, literacy, and numeracy?. Early Child Development and Care, 2018, 188, 1788-1800.	0.7	6
83	Examining the neural and cognitive processes that underlie reading through naming speed tasks. European Journal of Neuroscience, 2020, 51, 2277-2298.	1.2	6
84	Metacognitive Awareness about Reading and its Relation to Reading Ability. Journal of Psychoeducational Assessment, 1987, 5, 119-137.	0.9	5
85	Understanding prosody and morphology in school-age children's reading. Reading and Writing, 2020, 33, 1295-1324.	1.0	5
86	IRT analyses of Arabic letter knowledge in Kindergarten. Reading and Writing, 2021, 34, 791-816.	1.0	4
87	Profiles of Poor Decoders, Poor Comprehenders, and Typically Developing Readers in Adolescents Learning English as a Second Language. Journal of Learning Disabilities, 2022, 55, 306-324.	1.5	4
88	Le développement de la lecture orale chez l'enfant.. Canadian Psychology, 2008, 49, 111-117.	1.4	3
89	Developmental Trends of Visual Processing of Letters and Objects Using Naming Speed Tasks. Frontiers in Human Neuroscience, 2020, 14, 562712.	1.0	3
90	Diagnosis and Remediation of Learning Problems: Comments on the Kaufman Assessment Battery for Children. Australian Educational and Developmental Psychologist, 1985, 2, 13-15.	0.7	2

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91	Word knowledge quality and literacy. , 2019, , 48-66.		2
92	Cognitive Constructs and Individual Differences Underlying ADHD and Dyslexia. , 2015, , 197-223.		1
93	The summary writing performance of bilingual learners with reading difficulties. Annals of Dyslexia, 0, , .	1.2	1
94	Age, Reading Ability, and Semantic Integration: An Information Processing Model. Advances in Psychology, 1982, 8, 251-262.	0.1	0
95	Differentiation of Learning Processes within Ability Groups. Educational Psychology, 1983, 3, 333-333.	1.2	0
96	An Information Processing Approach to Language and Reading Problems. Australian Journal of Human Communication Disorders, 1988, 16, 37-56.	0.2	0
97	English language immersion and students' academic achievement in English, Chinese and mathematics. Evaluation and Research in Education, 2011, 24, 163-163.	0.5	0
98	ISDN2014_0265: Assessing eye movements to investigate reading in children with and without dyslexia. International Journal of Developmental Neuroscience, 2015, 47, 79-79.	0.7	0
99	Professor C. K. Leong: in memoriam. Annals of Dyslexia, 2021, 71, 1-4.	1.2	0